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ILLINOIS SOCIETY FOR CHILD-STUDY.

TRANSACTIONS.

v.2,no.1, 1896.

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VOLUME II. NO. I.

TRANSACTIONS OF

THE ILLINOIS SOCIETY FOR CHILD-STUDY

REPORTS OF WORK IN CHILD-STUDY CARRIED ON BY MEMBERS AND ROUND TABLES.

EDITED BY
C. C. VAN LIEW
Secretary of the Society

CHICAGO NEW YORK
WERNER SCHOOL BOOK COMPANY

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INTRODUCTION.

This first number of the second volume of the Transactions of the Illinois Society for Child-Study is contributed almost wholly by those who have been working members of the Society for the past year or two. In preparing for the Annual Child-Study Congress to be held at the Chicago and Cook County Normal School, Englewood, May 14, 15 and 16, 1896, the officers of the Society thought best to call out as general an expression as possible from the members of the Society of the value that the work of the Society has been to them and of the actual work of Child-Study that they have undertaken. Accordingly, in Special Circular No. 1, announcing the preparation for the Child-Study Congress, the following questions were put to the members of the Society with the request that all who could do so should prepare and send in responses for publication:

1. How has what you have heard or read on the subject of Child-Study helped you in your daily practical work of education,—in your *treatment* of children, either physically, mentally or morally?

2. Have you pursued any *special* study of children? If so, no matter how slight, please write out the results, or send in the full data if you have them recorded.

3. Have you, since your acquaintance with the subject of Child-Study, discovered among the children under your care any whose senses, motor activities, or general mental powers were in any way *defective?* Did these defects seem in any case to be due to causes which it was possible for you to remove? What did Child-Study lead you to do for them? How was the defect discovered, and what change appeared in the child after it was removed?

4. Have you made use of any of the syllabi for Child-Study, prepared for the use of the Society and published in its Trans-

actions, Vol. 1, Nos. 1 and 2? If so, which ones have you found most useful for the work of your grade or school? Give a summary of the results, or, if available, send in the individual data in simple form.

In spite of the reluctance which many feel in writing upon a subject which is new to them, the Society has succeeded in getting a number of responses, most of which appear in the following pages. While many of these published reports cannot lay claim to great scientific accuracy, they are still of very great value to the Society in many ways. Those that have not yet taken part in the work of Child-Study, especially those who have doubted its practical benefits, will receive a new stimulus from the testimony of their fellow workers in all fields and grades. The Society, as an organization, will be better able to know wherein its work in the past has been either efficient or fruitless. It hopes thus to be still better able in the future to guide the work of child-study in this state with efficiency.

The material contained within these pages does not by any means represent all of the work that has been carried on by the members of the Society. The Child-Study Monthly, edited by Dr. W. O. Krohn, of Champaign, Illinois, which always co-operated heartily in the work of the Illinois Society for Child-Study, has, during the past year, published a number of articles by members of the Society which should be counted as in part due to inspiration received from the work of the Society.

A number of others state that they have sent the data which they have collected to G. Stanley Hall, in reply to certain of his syllabi published in the transactions of the Society.

A great many whose names do not appear in these pages, have frequently testified to the benefits they have received from the publications of the Society.

A number of reports that have been sent in were received too late to be published in this number of the transactions. They will probably be reserved for a future number.

The members of the Society may look in the future for a number of the transactions containing some of the papers and discussions of the Third Annual Child-Study Congress.

It has been pre-eminently the province of the Illinois Society for Child-Study to lift the subject of Child-Study into prominence before the teachers, parents, and social workers of the state. In this work it can lay claim to a fair degree of success. Its membership has been constantly increasing so that in a short time the 1,000 mark will have been passed. It will probably be along this same line of propaganda that the greatest usefulness of the Society will be found for some time to come, so that the measures undertaken by the officers and executive committee of the Society will undoubtedly be shaped by the attitude which seems to prevail among its members toward the entire subject of Child-Study.

As some index of the abiding interest and real progress that Child-Study is achieving in modern educational and social circles, and especially among those who are busy with the constructive problems of education, this number of the transactions of the Illinois Society for Child-Study seeks its mission.

C. C. Van Liew,

Sec. and Treas.

Normal, Ill., *April, 13, 1896.*

A CASE OF ARRESTED MOTOR DEVELOPMENT.

1. *Child Observation.*

From birth to the present time (14 months) I have made a constant study of my baby boy, and have made daily records of his physical and psychological development—a study inspired by reading Froebel's "Education of Man," guided by Preyer's "Development of the Child," and accomplished by the experience in observing gained by ten years' teaching.

2. *Defective Children.*

A boy of eleven years suffering from arrested development was placed in my care for one hour's study daily. His history gleaned from different sources was as follows:

Physical.

(1) His stature and proportions were normal.

(2) He had not been able to walk until five years of age.

(3) Until very recently he had been fed, and even at present eats in a very clumsy manner.

(4) He was still unable to dress himself entirely alone, but had succeeded in doing all but the buttoning of his clothes.

Mental.

(1) He had in general about the mental development of a five-year-old child.

(2) He was untruthful, sly and crafty.

(3) Things belonging to others were taken by him and either destroyed or hidden.

Previous Education.

To bring him to his present state of development much time, skill, labor and money had been expended. He had had medical, electric and massage treatment. A governess had been employed for him, and his sister (a bright child) had succeeded in teaching him to read—how, she could not tell—but had failed to teach him to write, draw, count or spell, and he thoroughly disliked the effort. Upon examination I noted these additional points:

Physical.

(1) He could not walk erect, but fell from one foot to the other in a stumbling manner and could run more easily than he could walk:

(2) He could not put his hand, finger, or foot upon any particular place, in response to a command, although he made strenuous efforts which in their wavering uncertainty resembled the motions of a five months old child in its first efforts to reach and grasp.

Mental.

(1) Had no difficulty in understanding everything said to him, but always interrupted a story with innumerable "Whys."

After numerous experiments the following conclusions were reached:

(1) That he was able to understand what was required of him, and to will to do it, but was not able to co-ordinate the muscles to accomplish the act.

(2) That what he once did could be done much more easily the second time, and what was learned one day was distinctly remembered the next, and could be given with comparative ease.

(3) That his inability to write and draw resulted not from a failure to understand or to form the mental image, but from lack of ability to co-ordinate the muscles.

(4) That the only road to his mental development was through physical culture.

(5) That his love for music would make him susceptible to rhyme and rhythm. Upon these conclusions was based the following treatment:

Exercises for the fingers, hands, arms, feet and body were chosen with special reference to co-ordination of the muscles. These exercises he was required to do from dictation. The first time a motion was made it was necessary to guide the hand or foot. The exercises, at first very simple and slow, were gradually increased in rapidity and complexity and were dropped for new ones as soon as they required no thinking.

This co-ordination exercise was followed each day by practice in writing or drawing, after which more exercises were

given, followed by counting with bright-colored objects and by reading.

His first numerical figures sprawled over half the page, were upside down and wrong side around. He was required to make figures only after he had grasped the idea of the numbers represented.

His drawings consisted in tracing, first straight lines, then simple figures, which exercise was replaced as soon as possible by drawing from dictation. The reading was chosen from a profusely illustrated First Reader. Repeated writing of all new words impressed their orthography upon his mind. Anything to be memorized was made rhythmical and set to music.

The Saturday hour was devoted to a walk in the woods, with talks on Nature, and especial attention to walking, stepping over objects, running, climbing, jumping, etc.

At the end of three months he was able to do all of the coordination exercises, from dictation, involving rapid changes, and certain rhythmical exercises with the guitar accompaniment.

There was some improvement in his manner of walking, and he was able to climb, to jump over stumps, step across a stream and to do many things which he had been afraid to try before and of which he was now very proud.

He could write his name — a very difficult one — could write, spelling correctly, the words from his reading exercises, count intelligently to ten and solve problems involving these numbers; draw from dictation figures composed of horizontal, vertical and slant lines; could fix his attention upon the subject in hand; had learned to obey implicitly and to love his work. He was now able to do class work and was put into a school with other defective children.

Mrs. Jeannette Winter Hall.

Chicago, Ill.

OBSERVATIONS CONCERNING NORA S.

She is seven years old, three feet nine inches high, and of average weight and size. Came to me January 27, 1896, but for two weeks was sick with severe gastric difficulties, from which she did not recover for four weeks. Since that time she has been with me nearly four weeks.

I speak of her first as she was when she came to me. She was unable to walk any distance without holding my hand; could not go up the steps alone. Her position was much forward, walking on her toes. Her head was not erect. The saliva flowed from her mouth. Her speech was difficult to understand because of baby talk and inarticulation. A vacant look seemed to betray a want of ideas; when spoken to it was difficult for her to turn her head toward you, and often her eyes did not rest on you for some minutes. She could not move both first fingers at once. Unless her eyes followed her hand, the hand did not go to the desired place, but shot past it or fell short of it. She could not walk and clap her hands at the same time, nor run and make her arms go like a bird flying.

She could not skip (many normal children cannot). To adjust her movements to definite regular time was beyond her power. So far as I was able to judge her ability, she could be classed in some respects with the two- or three-year-old. (However, she still has many baby ways befitting a child of one year.) Her senses, so far as I can find out, are normal. There is nothing lacking mentally that I know of, that is not due to motor inability. Her difficulty seems to be with the mechanism used in expressing her ideas. I think mental acts left unexpressed grow less and less frequent and powerful.

N. is a very affectionate child and full of curiosity. Her memory is excellent; judgment faulty; imagination normal; perception slow and incorrect; comparisons bad; imitation inaccurate because of lack of correct motor activity; creative ability fair.

She exhibits much intelligence in her plays; that is, in being able to apply means to an end and in profiting by experience. But she has failed so many times to perform the desired task that the family have performed it for her, thus robbing her of valuable experiences.

I began my work by having her walk to definite time, either by counting or clapping or by use of the triangle. When she walked slowly she could walk in time, but a quicker step entangled her and she stubbed along as before.

I had her walk looking up at me or thinking of birds high in the top of a tree, always holding her hands in mine; now she can walk alone without wabbling about as much as formerly. The rigidity of her muscles has been overcome in a measure by having her lift her arms and let them fall, skipping lightly and easily, jumping up and down on her toes noiselessly.

To help her hands express the mind's acts, I have used many motion songs, and especially "finger plays." "Thumbkins says we'll dance," for example. She has improved in this now and can use both thumbs or like fingers at one time. She can use the scissors with good results. At first she could not cut anything. She is still unable to co-ordinate movements of feet and arms definitely. I do not know any new way to try; I just keep her doing and doing, and it may come after awhile.

I speak difficult words to her plainly and slowly, reproducing a sound at a time. Then she gives the sounds separately, then whole words. It is very difficult for her to make sounds represented by l, w, r, k, st, str, and sw. She speaks more plainly, but the baby talk has not disappeared.

I have used the large material of the first and second Kindergarten gifts to represent her thoughts. These she can use with less danger of discouragement and of over-exertion than the smaller material. Her lack of correct comparison and judgment is helped if she can be concentrated fully upon the matter in hand, and I question her in many ways upon the objects compared.

One little boy of my Kindergarten is especially fond of her. He has many very awkward bodily movements. I wonder

what is the bond of sympathy between them? She creates no amusement among the other Kindergarten children now, and they expect her to take part as they do. Considering the time she has been here she seems to be doing fairly well. In singing she cannot articulate, but keeps on the musical key throughout. Her ideas are more abundant and livelier. She holds the thought upon which our work is based fairly well.

From the beginning she has seemed to lack strong initial energy in whatever she undertook, always needing to be spurred on to the finishing of her tasks.

When Nora came to me she had not the least persistence When asked to show me with the blocks a house, a chimney, or what not, so folded her hands and said, "Me tired." She can now perceive an object and represent it fairly, but not accurately. This through my questions only. She frequently stops and says, "See that," seemingly craving approval. I left her alone one day to fit the second gift into its own box. She did it well, but once I had to encourage her by my suggestions and presence. However, she was noisy about it in a way that would attract the attention of those in the next room. This occupied her some seven to ten minutes. She walks to and from the church while I watch how nicely she can do it.

About five minutes is the most I have kept her walking without me. Eating occupies her a long time without any desire to change. So far in her training I can hold her with pleasure to motion songs longer than to any other material given her.

I asked her to build a wall like one she had seen near her home. She did it well, leaving an aperture as is in the real wall. This, I think, must have taken her ten minutes.

Her mother tells me she scarcely gives her any peace at home, wanting to jump up and down or skip. This indicates, I think, that her muscles are responding to the treatment.

MARY E. DUNLEVY.

BLOOMINGTON, ILL.

FROM A MEMBER OF THE NORMAL PARK ROUND TABLE.

Circulars received and contents noted. I will endeavor to answer questions and do it by number.

1. The study has helped me very much. I wish I could state definitely as to how, but cannot—but it has helped me very much in treating my children physically, especially along the line of food.

2. No, for want of time.

3. Yes, indeed, a most interesting event in connection with my eldest boy, who was nearly 7 years old at the time.

A year ago in December he was very ill with scarlet fever complicated with diphtheria. He recovered nicely with no bad after-effects apparently. This last fall, in taking up our study, Mrs. Jackman spoke of the magazine "Child-Study," and referred to an article on Deafness, in which she was much interested. Of course I was interested, read the article, and at once thought of my boy, because of the habit he had *always* had of leaving his mouth open. I had tried very hard to correct the fault. My husband read the article and the result was that he took the boy to a doctor—the growth was there and it was removed. Perhaps you may have some idea of how elated we were. He has improved so much every way ever since that I cannot be thankful enough to the Round Table work. If it did nothing but that it was worth all the trouble. Our little girl, five years old, has a slight growth and we expect to have that removed.

4. I have read the syllabi with much interest but have made no special use of them.

I consider the Child-Study work a most wonderful help and only regret that I did not have such help in my teaching days.

MRS. G. M. BASSETT.

CHICAGO, ILL.

FROM THE PRESIDENT OF THE LONGWOOD ROUND TABLE.

Wishing to comply with the request contained in Special Circular No. 1, and in the letter to our Round Table just received, and to state some of the practical benefits resulting from what I have heard and read on the subject of "Child-Study," I would say: That my observations have been made during a comparatively short acquaintance with so important and varied a topic, and the results may be limited, though so apparent as to give cause for hope far much greater in the future.

To be personal, I have seven children, whose ages range from seven to twenty-four years, and I think the greatest *pleasure* obtained from Child-Study has been the fact that so many of the phases of child-life and development spoken of in the publications of the Society, and other articles read, as well as in talks listened to, have been substantiated in my past experience with them, as well as in those now taking place. It is worth much to intelligent, conscientious parents, who desire the best good, physical, mental and moral, of those under their care, to feel that they have been and are trying to work along lines recognized by the best authorities in these matters. The "Handbook" and several volumes of the "Transactions" of the Illinois Society and the invaluable "Child-Study Monthly" have contained many stimulating and helpful thoughts for parents as well as teachers. The article of Dr. Krohn on "The Critical Period of School Life" has been worth more to me than all the fees paid to the society, for information gained and remedial measures to be applied, not only to my own children (three of whom are at about this period of life), but to others with whom I have been thrown in contact.

As to a special study of children I enclose (on a separate sheet) a few observations made after reading the syllabus on "The Social Sense." They were taken during our last sum-

mer's excursion spent in the country in Canada, and relate to my youngest boy. I shall be glad if they prove of the least service, as being my first effort in this direction, I am unable to determine their value myself.

I shall, with the help of the secretary, prepare as full a report of our work as a Round Table as possible for the meeting in May. I have also appointed delegates as requested for said meeting. We are all hoping for one that shall prove of great benefit both to parents and teachers.

CHILDREN'S CHUMMING.

(Comp. P. 19—Handbook, Vol. 1, No. 2.)

Benjamin, aged 7. Notes taken for the most part during the months of July and August, 1895, when Benjamin left his friend Howard (H. is a few months younger) at home, his (B.'s) vacation being spent in the country, in Canada.

A few days after his arrival B. said: "I wish, if we come here again, Howard could come too." (A few days later): "I hope I can go home in time to play some with Howard before school begins." (More than a week after this): "Howard is coming here some time; you said he could." (A day or two later): "Mamma, darling, I wish we were home." "Why?" "So I could play with H." (Half an hour later): "Are you tired of being here, Bennie? You know we wouldn't have this nice brook or any water to play in at home." "No, but I want to play with Howard a little; if we come again Howard is coming, too, if his mamma will let him." (Five or six weeks later): "I want to go home and see Howard and Jack" (the family dog). (On the train returning home): "Mrs. —— (Howard's mother) couldn't go away because the children were sick. I think it was because Howard *wanted me.*" After getting home on the first day after arrival he asked if Howard might stay to dinner, and early next morning wanted to go after him to eat breakfast with him, because, as B. said, "We have some work to do together." (A few days later, on returning from school—a different one from that which Howard attends): "I'm in a hurry to play with Howard, for you know I don't see him now very much." After a day or two B. got up at 6

o'clock, dressed and went to Howard's, no one else being up. A few days later he said that he dreamed that a mad dog ran after and bit Howard. A week or two later, hurried in dressing, etc., to go to Howard's before school to give him a box of paints; he had asked if he might give them. One Thursday he asked if he might eat dinner at Howard's on Saturday. I have not made any more notes, but the friendship still exists, though B. has become interested in, and played considerably with other boys. I met B. and H. last Sabbath walking home from Sunday-school with arms thrown over each other's shoulders. Benjamin told me a few days since that he hoped we could go away this summer, as Howard is to be away and he will not have him to play with. B. is of an active, demonstrative temperament—H. quiet and slow; I have not seen much of him at his own home, but his mother tells me he is difficult to manage. He seems, however, always to yield to B., which I have thought might be at the root of B.'s friendship for him. B. seems naturally to lead his playmates, and having only *older* brothers does not have a natural outlet for his love of leadership with them. I asked B. this morning why he loved H., and he said, "Oh, he is my *best* friend, and I have known him two or three years." (Fact.)

I shall enclose some photographs of "my little neighbor," aged about two years, showing various emotions, as requested by G. Stanley Hall, on p. 44, Vol. 1, No. 3, of "Transactions." Hope they may be of help along this line. The "little neighbor" is the first and only child of her parents, and a remarkably normal, healthy baby. The photographs were taken by her mother at home.

THE CHILD AND ANIMAL LIFE.

I do not know under what syllabus to classify the following notes taken at the same time as the preceding on the same boy, and though they may be of no service will venture to send them. Said boy lives in a suburb where horses and dogs were familiar figures in his home life, but cows, pigs, ducks, etc., were comparatively a new element.

Benjamin, aged 7. Showing a child's understanding of, and feeling of kinship for, *animals*.

B. often spoke to cows and other animals, saying, "Hello!" or something of the sort—nearly always going with Mr. F. to see them fed. He asked me to go with him one day to see the pigs. On arriving at the sty he told me that the *sandy* pig would make the *best pork*,—also because he had *loppy* ears (giving Mr. F. as his authority).

One evening he came on the porch, having a decidedly disagreeable odor clinging to his person. I asked what had happened. B. said he had been getting in the pig pen. I asked why he had done so, and he replied, "I wanted to see if they would eat apples out of my hand, and they did, one of them; the other *barked* at me" (imitating the grunting of the pig). (I know of a little boy who, seeing a pig caught in a fence, ran and told his father the circumstances, adding, "and he *mewed*," drawling the word, in imitation of the squealing of a pig.)

As we were one day resting under the trees near a brook where some ducks were swimming, and walking about on the grass, I heard B. talking. I thought at first he was talking to his brother or sister, who were near him, as he said, "Hello, sister! How d'ye do, brother!" Asking him to whom he was talking he said, "Those ducks are my brother and sister; the white one is my sister, the dark one my brother. Come here, sister! Come here, brother! When I say that, they say—" (shaking his head negatively from side to side—meaning no). Any one who notices ducks or geese will remember this motion of the head. The next day some live ducks were brought to the house to be killed for dinner. The children begged to have something else and save the ducks. B., thinking they came from the stream where they had seen the ducks the day before, said, "I don't like to take them away from my brother and sister; they were their visitors and I don't like to take them away from them!" The next day he jumped out of bed very quickly after I asked him, "How are the ducks this morning?" and said, "I must feed those ducks! Those ducks must not starve. The darling duckies!"

The following remarks were made at various times in the past fall and early winter by B., mostly with regard to Jack, the family dog, to whom he seems much attached. They lie down on the floor often in the evening, paws and arms about

each other's necks, and go to sleep. As he came home from school—

"Jack, where's mama?"

Again, "Jack and I are both seven and both have the whooping cough."

Again, "Hello, bright eyes! You bright-eyed dog!"

Again, "He's crying? No, he's got a cough; every one in *our family* has a cough." "Oh, dear! oh, dear, my Jacky dear!"

Jack shows very plainly that he likes to be petted, puts his paws on your lap and asks for it with his eyes. B. said at such a time, "Oh, Jack, you are too pettish!" B. was playing with some old clock works, holding the hammer while the wheels made a peculiar noise, and he said, "This is my dog's tail, and he's howling!" One day he asked me to write to Mr. F. and ask him how Billy (the horse) was getting on.

B., one morning, half dressed, leaned his weight on the bed on his arms, kicking his legs in the air, while making a peculiar "chicken-like" noise, and said, "This is the way a chicken does," and, repeating it in a very lively manner, "And the way a rooster goes!" B. came romping up the stairs one day in a very noisy way, and said in reply to my query as to his motive in making such a demonstration that he was a pony.

MRS. MARY G. YOUNG,
President Longwood Round Table.

CHICAGO, ILL.

FROM THE SECRETARY OF THE NORMAL PARK ROUND TABLE.

In answer to the questions published in your circular I would say:

1. "Preyer's Infant Mind" has helped me in the training of my young son, especially the subject of "Children's Environment" and "Children's Plays" In the first place try to make the environment that which will give the best mental pictures or concepts; that is, secure the object itself if it can be obtained. In the second instance try to make the plays and playthings helpful to the child in his constructive powers or in his imagination.

2. I have studied the subject of the "Fears of Childhood" to some extent. In this special case the child is afraid only of "Red Riding Hood's Wolf" and the "Three Bears" of the story, caused, I think, by the narration of the tales about bed-time with the consequent dreams.

I submit the following report of work done in the Normal Park Child-Study Round Table:

About fifty mothers belong to the Round Table. The outline taken from the Illinois Hand-book was distributed at the first meeting for the mothers to study throughout the year and report on at the last meeting. A study of "Preyer's Infant Mind" was also taken up—two chapters being assigned for each meeting and a general resumé of said chapters read by one of the members. Much beneficial discussion was thus elicited.

Prof. Donaldson's lecture on "Growth in Relation to Training" was read at one of the meetings.

The following lectures were given in the afternoons on which the meetings were held:

"Children's Plays" .....
Miss Annie Bryan (Armour Institute Kindergarten).
"The Eye" .....Dr. Fowler.
"The Emotions" .....Mrs. F. W. Parker.

In the evenings (so that both parents might have a chance to attend) the following lectures were delivered:

"The Physical Side of Child-Study"..Dr. W. S. Christopher.

"Food, its Moral and Intellectual Value" .....
.....Dr. J. H. Kellogg.

"Results so Far Accomplished in Child-Study".....
....Dr. W. O. Krohn.

"Detection of Disease in Children Through Exact Measurements".....Dr. Bayard Holmes.

(I would say in this connection that the lecturer explained that the cause of stupidity in some children was deafness which might be remedied by a slight operation—the removal of a growth from the ear. A parent who was present on hearing this immediately took her little son to a competent surgeon, and found that this growth was causing his deafness, and hence stupidity; having it removed aided the child very materially in school.)

"The Relation of the Home and the School" .....
....Col. F. W. Parker.

The work has not been rounded up for the year, as several more meetings and lectures are to be held.

HELEN M. HEFFERAN,
Secretary of Normal Park Round Table,

CHICAGO, ILL.

FROM ROCKFORD, ILL.

No. 1. What I have heard and read has helped me to watch the children more closely, and to understand some of the reasons why children do certain things.

Physically: I have been able to help the children as to seeing and hearing. I cannot express the gratitude I feel toward to Child-Study movement in these particulars. Children, *thought* to be careless and inattentive, could not hear. Children were idle because they could not see the work on the blackboard.

Mentally: Because, when the defects of seeing and hearing were in a measure overcome, the child could do what was required of him.

Morally: Because indifference, idleness and their attendant evils were put in check.

No. 2. I have tried to make a special study of some of the children, using the blank forms kindly sent by Prof. O'Shea, of Buffalo, for that purpose. I send them, hoping they may be of some service.

No. 3 (*a*) I have. (*b*) Some were due to causes possible to be removed. Others could be helped in a measure.

(*c*) Child-Study led me to watch them carefully day by day with the wish to be able to help them, and to make inquiries into the causes of the defects.

(*d*) In some cases the defect was discovered accidentally; in others the defect was discovered after considerable study and investigation. In either there was almost immediate improvement mentally and morally in the child.

No. 4. Volume 1, No. 2, page 19. "The Social Sense," by J. Mark Baldwin.

Page 21. "Habit-degeneration," by F. B. Dresslar.

Page 29. "Fears in Childhood," by G. Stanley Hall.

Page 48. "The Study of the Child on Entering School," by C. C. Van Liew.

Also in Volume 1, No. 3, The work and suggestions, by Mrs. Lida B. McMurry.

CHILDREN'S MORAL AND RELIGIOUS CONCEPTIONS.

1. Name of child observed, Ruth P.; age, 6 years; nationality, Swedish; occupation of father, secretary of furniture factory.

1. Why should we be good? Name some things that are wrong?

Ans.: We would go up in Heaven then. To hurt or kick any one. Not to mind your mamma. To take things without asking.

2. God—How does he look? Where is He? What does He do? Does God love you? Do you love God?

Ans.: God has a good face; he has long hair and wears a white dress. In heaven. He works. If I am good, He does. Yes, of course.

3. Heaven—Where is Heaven? What do people do there? What will children have there?

Ans.: Up high. Sing and wear white dresses. I don't know.

4. Angels—How do angels look? What do they do?

Ans.: They have big, big wings. Fly, and take care of people.

5. Sunday—What is Sunday for? Do you like Sunday? Why do we go to church?

Ans.: To go to church. Yes, because papa takes us out walking. To hear about Jesus and the angels.

6. Bible—What is the Bible? Why do we learn Bible verses? Can you tell one?

Ans.: A big book. Because my mamma wants me to. No.

2. Name of child observed, Willie; age, six years; nationality, German; occupation of parents, father not living, mother laundress.

1. Why should we be good? Name some things that are wrong.

Ans.: So we will be good men when we grow up. To swear, to lie, to shoot little sparrows.

2. God—How does he look? Where is He? What does He do? Does God love you? Do you love God?

Ans.: God has a good face. Up in heaven. He tends to little children. Yes, ma'am. Yes.

3. Heaven—Where is heaven? What do people do there? What will children have there?

Ans.: Way up high. Don't know. Wings to fly with.

4. Angels—How do angels look? What do they do?

Ans.: Nice. Fly around to get fresh air.

5. Sunday—What is Sunday for? Do you like Sunday? Why do we go to church?

Ans.: To go to Sunday school. Yes, ma'am. To learn something.

6. Bible—What is the Bible? Why do we learn Bible verses? Can you tell one?

Ans.: A book. So we can learn about Jesus. "Now I lay me down to sleep."

3. Name of child observed, Mariam R.; age, six years; nationality, American; occupation of father, works in a printing office.

1. Why should we be good? Name some things that are wrong.

Ans.: To mind our mothers. To run away, not to mind, to steal.

2. God—How does he look? Where is He? What does He do? Does God love you? Do you love God?

Ans.: God is a nice-looking man. Up in heaven. He looks at the children. Yes, if we are good. Yes, because He is good to us.

3. Heaven—Where is heaven? What do people do there? What will children have there?

Ans.: Up in the sky. Sing. Wings.

4. Angels—How do angels look? What do they do?

Ans.: An angel looks like a woman with wings. I don't know.

5. Sunday—What is Sunday for? Do you like Sunday? Why do we go to church?

Ans.: To be quiet and good. Yes, ma'am. To hear about Jesus.

6. Bible—What is the Bible? Why do we learn Bible verses? Can you tell one?

Ans.: A book that tells about God. To learn about Jesus. "The Lord is my Shepherd."

IDEAS OF FUTURE OCCUPATION.

1. Name of child observed, Hannah C.; age, 13 years; nationality, Swedish; father's occupation, tailor.

Has the mother any occupation outside of the home?

None.

Is she engaged in religious work?

Not particularly.

Is she given much to society?

No.

With people of what profession, calling, or occupation does the child come in contact most frequently?

The common laboring class.

Ans.: Hannah C., age, 12 years; February 26, 1896.

What I want to do when I am a woman:

I want to keep house when I am a woman because it is so nice to do so, and it is so nice to wash and bake, and to wash the dishes and sweep the floor and many other things.

2. Name of child observed, Elmer L.; age, 10 years; nationality Swedish; father's occupation, a policeman.

Ans.: Has the mother any occupation outside the home?

No.

Is she engaged in religious work?

No.

Is she given to society?

No.

With people of what profession, calling or occupation does the child come in contact most frequently?

The uneducated, lower laboring people.

Ans.: Elmer L.; age, 10 years; February 26, 1896.

What I want to do when I am a man:

I want to be a policeman if they will let me because it is much pay. I like the job. It is easy work, because my father is one.

3. Name of child observed, Harold H.; age 9 years; nationality, Swedish; father's occupation, dry goods merchant.

Has the mother any occupation outside of the home?

No.

Is she engaged in religious work?

Not particularly.

Is she given much to society?

No.

With people of what profession, calling or occupation does the child come in contact most frequently?

The educated class of the common laboring people.

Ans.: Harold W. H.; age 9 years; February 26, 1896.

What I want to do when I am a man:

I want to be a good man. I want to be a real estate man. And be kind to the poor like my father and mother are. And live in a big house. I want to do work, too.

4. Name of child observed, William L.; age, 9 years; nationality, American; father's occupation, Congregational minister.

Has the mother any occupation outside the home?

None.

Is she engaged in religious work?

Yes, very largely.

Is she given much to society?

Only in connection with her duties as a pastor's wife.

With people of what profession, calling or occupation does the child come in contact most frequently?

With cultivated, refined and educated people.

Ans.: William L.; age, 9 years; February 26, 1896.

What I want to do when I am a man:

I want to be a minister when I am a man. I want to be a minister because my father is and his judgment is better than mine, and he knows the best thing to be, and so I am going to copy after him.

5. Name of child observed, Hazel M.; age, 9 years; nationality, American; father's occupation, traveling salesman.

Has the mother any occupation outside the home?

No.

Is she engaged in religious work?

No.

Is she given much to society?

Yes.

With people of what profession, calling, or occupation, does the child come in contact most frequently?

People of fashion and society.

Ans.: Hazel M.; age, 9 years; Feb. 26, 1896.

What I want to do when I am a woman:

When I grow up I want to go to Chicago, and I want to be very rich. I would like to live in a very nice house. I want a good many friends. I want a nice husband, and I would like two children; I want a little girl and a little boy. I do not want to work. I want my children to marry very well.

6. Name of child observed, Hattie H.; age, 11 years; nationality, American; father's occupation, works in glucose factory.

Has the mother any occupation outside of the home?

None.

Is she engaged in religious work?

Only such as might come to any woman in any church society.

Is she given much to society?

No.

With people of what profession, calling, or occupation, does the child come in contact most frequently?

With people of refined and quiet tastes.

Ans.: Hattie H.; age, 11 years; Feb. 26, 1896.

What I want to do when I am a woman:

I want to be a bookkeeper when I am a woman.

I want to be a bookkeeper, so I can earn some money for my mother.

I want to go with good company, so everyone will love me. I want to be kind and good.

MARY E. NORTON.

ROCKFORD, ILL.

FROM THE KLINE ST. SCHOOL, WILMETTE, ILL.

In an answer to the first question in the circular received, I would say that I find it of value to remember that mental fatigue accompanies physical exhaustion and to plan the children's studies so that those requiring the closest mental application shall be given them while they are full of energy, and those that require less intense observation, such as illustration of stories told, work with the ruler at the board, and drawing, later in the school day. I find, too, that the letters of a word arouse no concept of the word, but that taken as a whole it is easily remembered, and that new words are quickly recognized by "sounding" the letters.

I find in my work with the first and second grades that the thought expressed is stamped upon the memory, and that the desire to obtain and express ideas is a sufficient incentive to pursue knowledge for its own sake, and to insure close application to the work required in the school room.

I have between fifty and sixty pupils between the ages of six and ten, and have never known their interest in a new subject to lessen until it had been thoroughly discussed. I account for this principally from the fact that they are expected to bring in some part of the material for nature-study as each subject recurs in turn, and this gives them a feeling of responsibility for the results of our observation. Also new work in connection with observation of subjects for nature-study is learned much more readily than when learned without such connection.

I find, too, with all dispositions, that it is best to ignore the opinions of visitors as an incentive to good work, and when we have special programs, while I encourage the pupils to invite their parents to be present, I avoid all allusion to them as critics, and if no one accepts our invitation I never express regret, but conduct the program with exactly as much carefulness.

In answer to the second question I would say that I have begun some data to send to G. Stanley Hall, but have so little thus far that I cannot prepare it for this call.

Since my acquaintance with Child-Study I have been more careful to inquire into the cause of backwardness on the part of a pupil, and have frequently found that it could be removed. I had a case that seemed to be color-blindness, on the part of a boy who is "cross-eyed," and although he has not yet been treated, I have found by persistent training that the supposed color-blindness was only one phase of a lack of the habit of concentration on the part of the child. He is a delicate boy of seven, and this is his first year in school. The same boy is only just beginning to show a knowledge of form sufficient to write a single letter at a time, instead of the whole word that I am accustomed to give his class. But I approached him through his concept of time, which is good, and allowed him to lead the class in marching from the room, which had the effect I had hoped for in firing his ambition. Another child I thought dull until I found him so near-sighted that his face almost touched the blackboard before he was near enough to see what was written upon it. His trouble has been set right by glasses which I urged his mother to procure for him, and he has advanced in his studies since with a "bean-stalk" rapidity. I have a case of catarrh, in fact two of them, both bright children, but hindered by days of deafness and headache. One is now being treated for the disease and already looks better, but the parents of the other speak only German; so it is hard for me to make them understand. I intend to appeal to a married sister of the child, a boy of seven. I think for the number in school that my pupils average remarkably few defective ones, but I shall watch them closely.

In answer to number four I have made use of the syllabi in the transactions to arrange my observations of the pupils mentally, and have begun to write out some individual data for G. Stanley Hall, but it is not in a form to present here. The syllabi are a fine help in systematizing one's ideas on this subject.

HARRIET HARPER,

Teacher of First and Second Grades, Kline St. School.

WILMETTE, ILL.

AN INDIVIDUAL STUDY OF DRAWINGS MADE BY FIRST-GRADE PUPILS.

Drawings made by first-grade pupils may be made very useful in furnishing an index of the children's mental characteristics. But if these results are to be of any value they must be capable of being applied to the individual child. We have great masses of statistics gathered from thousands of instances whose object is to furnish an average of mental traits in one direction or another. I do not see that the knowledge of the fact that say fifteen thousand out of forty thousand children drew one part of a story and ignored the rest, has any bearing with the teacher in her treatment of John or Mary. The point of real importance is, what part did John draw? What part did Mary draw? And it is of importance only in the case of John and in the case of Mary. What we need is not so much mass work, not so many thousands of cases to draw averages from, but careful, patient investigation in the case of each individual child.

The writer used drawing as a test of the powers of perception, memory and imagination of a class of eighteen pupils, ranging from five to seven years of age, in the Primary department of the Normal Training School. The class had been in school seven months. The method of testing was as follows:

1. *In Perception.*—The object was placed before the child and after making any kind of examination of it he wished, he drew it, the object remaining before him.

2. *In Memory.*—The object was placed before the children as a class. The examiner called their attention to certain characteristics, so as to be sure that they all had the same material to remember and then removed the object, and had it drawn as remembered.

3. *In Imagination.*—The child was told to make up a story about a boy and a dog or any familiar animal, and then to make a picture of it.

In no instance did two children draw at the same table.

The grading was done in the following manner:

1. *In Perception.*—The examiner counted up the number of different elements found in each set of drawings and taking that as the standard, compared each individual drawing with it, making the number of different elements or the amount of detail the decisive factor.

2. *In Memory.*—The method of grading was essentially the same as in perception, except that the number of elements pointed out by the examiner was taken as the standard.

3. *In Imagination.*—The greatest number of different elements found in any one drawing was used as the standard.

In this way statistics more or less truly indicative of the comparative powers of the children in perception, memory and imagination were secured.

From the study of these statistics, the following facts were noticed:

1. In thirteen of the eighteen cases, there seemed to be a distinct relationship between the grades in perception, memory and imagination, the greatest variation in any one case being a difference of 12 per cent between perception and imagination.

2. The highest average made by any one pupil was 82 per cent, the lowest 38 per cent.

The average of the whole class on perception was 59⅔ per cent, on memory 5 1-9 per cent, and in imagination 60 per cent.

4. The various averages of the individuals afforded a means by which they were ranked. The opinions of the teachers of these children agreed with the order in which they were ranked in all but three or four cases out of the eighteen.

Now comes the question of the application of these statistics to the needs of the individual child. Suppose that the drawing examiner finds that James has an average in perception of 35 per cent. He apprises the science teacher of that fact, and she immediately understands the cause of his poor work and sets about correcting it. Or the examiner finds that Mary has a low average in memory. He notifies Mary's arithmetic and reading teachers, and they see that what Mary needs is drill in grasping and holding ideas. If John's imaginative

powers are found to be less than the average of his class, his reading teacher must pay particular attention to securing an instantaneous response with a mental picture to an external suggestion.

In short, the system serves to establish the standard of the mental powers of the class, to detect the exact place of each child's development that is exaggerated or minimized, and in that way suggests a particular way in which each child must be treated according to his individuality.

BELOW IS A TABLE SHOWING THE RESULTS OF THE TERM'S WORK IN STUDYING THE CHILDREN THROUGH THE DRAWINGS THEY MADE:

	PERCEPTION.	MEMORY.	IMAGINATION.	AVERAGE.	RANK.
Claire	80	83	84	82	1
Clyde.....	52	41	41	44	16
Edith.....	57	85	59	67	7
Elmer.....	56	59	68	54	11
Henrietta ...	55	51	92	66	8
Leverett.....	75	85	84	81	2
Mary	77	69	74	73	4
Raymond ...	71	70	63	68	6
Stephen.....	80	68	76	72	5
Thurman....	77	69	76	74	3
Claude.....	61	39	62	54	11
Earl	60	55	41	52	12
Effie.....	43	38	35	38	17
Fred	61	34	40	45	15
Ralph	50	49	51	50	13
Thornton ...	59	66	38	55	10
Walter.....	65	53	55	58	9
Mildred.....	58	50	32	47	14
	Av. $59\frac{2}{3}$	Av. $59\frac{1}{9}$	Av. 60		

FRANK S. BOGARDUS.

NORMAL, ILL.

INFLUENCE OF TENEMENT HOUSE LIFE ON THE NERVOUS CONDITION OF CHILDREN.

The statement has often been made that the children of the poor who live on the streets are brighter, more alert, quicker in their perceptions and keener than the children of the more prosperous classes. I have asked myself if this was true? and if so, why was not this brightness of youth redeemed by the same superior sagacity in maturity? I have studied the question as a psychological one, taking the youngest children in the crowded section of the East Side, so well known as the most densely populated section in the world. I believe the fact is true that these children are brighter than the children of other classes, and that the explanation is to be found in the analysis of their social environment. The child of the rich in infancy is protected from noise, from sights and sounds, from everything that excites alarm or over-stimulates thought and feeling. It is even kept away from the rest of the household and sees as few people as possible; quiet and sleep are its entourage. This might be considered his biography to the age of two. The child of the poor, however, is born into a household occupying two or, at the most, three rooms. In our New York tenement houses there are four families on each floor and four to six floors in the building. Privacy within the family is impossible. The family of four or five makes constant use of all the rooms, disturbing one another frequently. The older children will get away, if they can, but the baby will be disturbed in the morning when the father gets up to prepare for work, when the older children are made ready for school, by the mother's work of cleaning and cooking, by the return of the children at noon and in the afternoon, and by the coming back of the father at night, by the visit of neighbors in the evening and the retiring of the rest at a late hour. Then there is a noise of tramping on the floor above and the floor below, the tramping in the hall and the shouts and screams of other children. Here is an atmos-

phere of noise provoking nerve stimulus and nervous excitement at once.

I have found that in the warm weather, when the heat makes tenement house life insufferable, the children in our kindergarten would go to sleep in the afternoon session or would come late. Upon inquiry I learned that they usually were not put to bed until midnight and would be awakened at five or six. The babies, too, I noticed, would be taken out to the door-step, that the mother might have a little fresh air, and there be compelled to hear all the turbulence of the street and behold its rush and glare.

From two to five a new state of sensations is introduced. It is the time for kindergarten training. The children of the poor get a kindergarten training much more developing than is given to the children of the rich. Almost as soon as it can walk the child creeps out into the hallway and soon toddles down the staircase. The neighbors in the hallway will treat it with indifference, while those of the next floor will, perhaps, be rough and cross. The minute, therefore, that he moves out into the world, his over-quickened sensibilites are set at work to make distinctions. He distinguishes friend and foe, and learns to realize that weakness can only circumvent strength by cunning. He clutches his own and finds that if he lets it go he is not likely to get it back. He is not likely to throw away recklessly his playthings, because he has too often seen that an instant's dropping gives some other child an opportunity to pick up his toys and run off while he howls impotently.

Once on the street, he encounters the barbarian world and quickly is taught that the stranger is an enemy, and if he does not learn this at once a few shoves and pushes soon teach him better judgment. He is snatched from under cart wheels and shaken vigorously, as I saw a child not long since who fearlessly and with perfect trust was taking hold of the tire of a dray wagon. Usually within this period moral distinctions are made. He is able to make a careful study of drunkenness, is taught profanity, learns to look indifferently on a fight, and to hate law and order in the person of a policeman as a disturber of his own amusements.

Here, again, we see the abnormal awakening of the moral sense quite different from the care taken by other parents who keep children from seeing the moral crookedness of humanity. By six he comes to count himself as an independent force, making his alliances offensive and defensive, and encounters enemies, eludes pursuit, becomes skilled in tricks of the street, has his independent ideas of humanity in general and of how to make his way in the world. This may seem a little fanciful to some. Conversation with many children, however, shows it to be the simplest reality.

I find, therefore, quickened nervous sensibilities, an alert moral sense and a mature philosophy at a time when other children are just beginning to play a few simple games, carefully guarded by attendants and family.

This brightness seems to last until about fifteen, at which age the child of slower growth overtakes the poor and by twenty at latest has surpassed them. The over-strained brain becomes weary, the power of moral distinctions is weakened, alertness is gone. It is only the record of any day when we have awakened too early. The advantage over the world in the early morning is made up before night.

Many of the mental and moral characteristics of the lower laboring classes could be explained by a more detailed analysis of the data and results stated. But my examinations have been sufficient to lead me to attribute to purely psychological grounds the explanation of the question raised and the difference between the children of the poor and the rich.

James B. Reynolds,
Head Worker University Settlement Society, New York City.

FROM HUMBOLDT, IOWA.

Replying to the questions I will say we recently made some tests on a class in penmanship to see if the pupils with all the all-round best mental faculties would increase relatively in accuracy and rapidity of writing more than others. From tests on a class of 37 each school day for six weeks we concluded that they would.

At another test, I had them write as many words as they could in each of several periods of three minutes (same word, "mine," all the time) with the right hand, averaged the minutes and put down the record. Then the same with the left hand. They did not try with the left hand for thirty days, but tried with the right hand each day, keeping the record. At the end of thirty days we found they had gained in speed proportionally as much with one hand as with the other. I did not find that age changed the results.

I have been making some observations as to the workings and the results of Sunday schools as aids to moral culture. While I do not in any way challenge intentions, I cannot help saying I believe the results are far inferior to what they would be if those who plan the course and those who teach knew more of children and child-nature. No denominations, so far as I can find, make any attempt to arrange a course adapted to the different ages of children, though some simplify the language for the primary pupils.

I believe three grades would make a fair arrangement. For children up to the age of puberty, examples that they may imitate or lessons that may be presented in a concrete form. For pupils from puberty to about 20, lessons of beauty both in the subject matter and the way it is presented; and for the older ones spiritual truth, giving lessons of any kind.

From what I have observed so far, children get little or nothing from their Sunday school lessons. One class of about seven boys contained just one who could tell any benefit he had derived from Christ's having come. That boy said,

"I don't think I would have got any Christmas presents if Christ hadn't come." He was a minister's son. Another boy, after the lesson on David and Goliath, went out of the church, and before he had gone five rods said to another boy, "Down, Goliath," and he attended to it that the boy kneeled to him.

It will be noticed that the three divisions noted above are adapted to the child's reading matter of whatever kind it may be, and that they follow, as I believe, a constitutional desire of the child. For first a child is a materialist, next an emotionalist and great lover of the beautiful, and lastly, he is able to deduce abstract spiritual truths.

A. D. Cromwell,

Humboldt College, Humboldt, Iowa.

FROM THE PRACTICE-SCHOOL OF THE ILLINOIS STATE NORMAL UNIVERSITY.

I offer the following brief report of the results of tests made in the first and second primaries under my care, upon the sight and hearing of the pupils, as an indication of the need and practical value of such work in understanding the physical limitations of children, even in the primary grades. Simple tests, such as would reach the practical results most readily, were used in all cases. Dr. Krohn's Test Card was used for sight. Our idea in making the tests was simply to know something of the condition of our pupils physically, so as to be able to accord them a more rational physical treatment.

In the First Primary, out of a class of 28 examined, five were found to be more or less near-sighted. None were far-sighted. Of 33 examined as to hearing, five were found to be very hard of hearing.

In the Second Primary, out of a class of 46 examined, three were found to be short-sighted and three far-sighted. Of the same number, six were found to be very hard of hearing.

These children come from families of average surroundings and culture. We find that our judgment and treatment of these children is very materially affected by this simple information as to their relative sense-capacities obtained by simple means.

MRS. LIDA B. MCMURRY,
Critic Teacher Ill. State Normal Univ.

NORMAL, ILL.

FROM THE WALLACE SCHOOL, STERLING, ILL.

I shall not attempt to answer the questions systematically, as my work is with the beginners, and the testing done is largely watching the emotions of the child.

Child-Study has made me feel more kindly toward the children; and when parents found that I was looking after the physical condition of their children, their interest in school and in me was aroused and increased.

Again, Child-Study has caused me to meditate whether the work I give them is adapted to each individual child or not. I look after their mental growth more, and think of their home life more.

In the fall a bright, strong, willful-looking boy entered school. He had had little training at home, judging from his sister and his mode of playing with mates. He was slow to obey, and always looked at me with the expression, "I will do what you ask when I am good and ready." To my horror I discovered, one day, that this boy could not hear at all with one ear, and that he had had scarlet fever when small.

We have made a bench for a little girl whose feet could not touch the floor, taken out another, and seated all with regard to defects in sight and hearing.

I have taught twelve years, and this year my attendance is *par excellence*. Much of this I attribute to Child-Study.

ANNE DURR.

WALLACE SCHOOL, STERLING, ILL.

FROM THE WALLACE SCHOOL, STERLING, ILL.

1. What I have heard and read on the subject of Child-Study has helped me to a better understanding of the relation between a child's mental and physical growth. Also it has given me more knowledge as to the influence of the child's previous environment on his conceptions of school life and his relations to his companions. I have tried to gain some knowledge of each child's home life and the character of his parents, what his habits and amusements are, and the amount of physical labor he is compelled to perform. I use this knowledge to determine the character of such individual instruction as I am able to give him.

2. No.

3. During the first month of the term I tested the sight of all my pupils and the hearing of those who I had any reason to suspect were deficient in that respect. In 35 pupils, four were deficient in sight. Two of these had been treated by oculists; one had been greatly benefited, the other slightly. One was slightly near-sighted, not seriously. The fourth child's trouble is hereditary, and will require hospital treatment. One child was deaf, seemingly from catarrh, and is now under treatment.

4. Have used part of "Directions for Study of Child on Entering School," and a few points from some of the other syllabi.

JESSIE M. BUYERS.

WALLACE SCHOOL, STERLING, ILL.

FROM MT. ETNA, IND.

1. Child-Study has given me a better understanding of what may be required of children and of what should not be required of them. I also pay more attention than formerly to seating the children and lighting and ventilating the room. Perhaps more than in any other way, the observations made in Child-Study have given me a real pleasure in the society of children.

2. Have made no special study of children.

3. At the beginning of the term I tested the eyesight of all my pupils. Those whose sight was in any way defective were seated nearer the blackboard when any work was to be copied from it. I found two pupils whose hearing was so defective as to interfere with their school work, also several others who are somewhat dull at times as a result of catarrhal troubles.

4. Prof. Bryan's suggestions in Vol. I., No. 1, and Dr. Meyer's paper in the same, have been of most service to me, I think. Several others have been helpful.

J. M. LARGE.

MT. ETNA, IND.

FROM THE SUPT. OF SCHOOLS, ROCKFORD, ILL.

In answer to your Special Circular No. 1, I can state:

1. Child-Study has called my attention, as well as that of my teachers, to many things relative to the physical, mental and moral condition of our pupils which we had not thought of before.

2. We have looked after the sight and hearing. One child has been assisted whose eyes were almost entirely ruined, and the oculist said they were saved by the teacher's observation.

P. R. WALKER.

ROCKFORD, ILL.

FROM DECATUR, ILL.

I cannot answer the questions in Special Circular No. 1 definitely, neither can I let them pass. I am too much interested in the subject.

1. What I have read on the subject of Child-Study has helped me to observe children more intelligently, to look for hidden causes, and especially to seek for physical reasons in cases of moral perverseness.

2. I have made some special study of children, but results are another thing. I might write my observations and opinions, but facts I am not sure of. I have been observing one child especially for four years, another for two, and am keeping a record; but I take it this is not what is wanted.

3. I have had under my care many children whose mental powers were defective or dormant. None were traceable to physical defects which I could remedy. I have found catarrh, scarlet fever, kidney disease, the tobacco habit (especially in the mother), and other habits more remote, among the causes.

4. I have used Dr. Hall's syllabi ever since he began to publish them, and have sent him some observations and data which I have gathered. MRS. A. E. MURPHY.

DECATUR, ILL.

FROM BUFFALO, N. Y.

I send my answer to the special circular lately received from the Illinois Society for Child-Study. My answers are made from the standpoint of a parent and may not be of much value, but you are welcome to make any use of them you desire.

Question 1. I have given more "ear" instruction to balance the inclination to "eye-mindedness" in my oldest boy of eight years. I have *told* more stories to all three children, instead of expecting them to sit still and listen to me read.

Question 2. No special study except such experiments and observations as have been suggested by Miss Anna I. Davis of the Buffalo School of Pedagogy to the members of our Mothers' Class.

Question 3. No.

Question 4. I have prepared a day book for each of my three children aged eight, five, and two respectively, but the records are not such as can be condensed and no average can be made from observing only three.

I have found the publications of the Illinois Society for Child-Study of great help in studying my children, and I am glad to bring the Society to the notice of my friends. I hope it may be sustained so that its influence may reach even the public schools of Buffalo. MRS. HELEN P. KENNEDY.

BUFFALO, N. Y.

FROM THE NORMAL COLLEGE OF NEW YORK CITY.

I have on hand about 300 compositions by young ladies of 18 to 20, on "How I was Educated"—stopping at the age of 14. They contain much of interest but I have not been able to read them all, or to generalize.

We have collected many hundreds of observations in our training department which we are gradually classifying. A few of these appear monthly in our college paper. I enclose a series of questions that have been answered this year by all the members of our senior class. They were asked partly to suggest that similar questions should be asked by all teachers, and partly to gather information that may prove useful to me in the future. We have quite a collection of children's drawings.

I enclose for you a short report on a question to which I am still securing answers, and hope in the future to report more fully. So far I have answered Question 2.

As to Question 1, I can say that while for many years I have been studying children—my attention having been attracted to the subject over 20 years ago by a little English pamphlet on "What is a Child?"—still this new movement has helped me exceedingly in making me more considerate of the peculiarities I find in my pupils of *eighteen and over.* It has always helped me in understanding children's tendencies to lie and steal, etc., one case having particularly interested me. I feel constantly how much less I know of children than I should if this movement had started 20 years ago, and this notwithstanding I have always been especially interested in children through the kindergarten. I want to commend the Handbooks. They have been very helpful. I hope they will be continued. The Child-Study Monthly is also an excellent magazine, and perhaps meets a more *popular* demand. I hope both will be continued. JENNIE B. MERRILL.

NORMAL COLLEGE, N. Y.

The three following pages contain a brief report on "First Reminiscences," and several syllabi used in the Normal College of New York City, contributed by Miss Merrill:

REPORT ON FIRST REMINISCENCES.

The 136 graduates of '93 who wrote answers to the question, "What is the first thing you remember?" will be interested in the following summary obtained from their papers:

Cases of fear, etc., 60 per cent.

Cases of pleasure, 40 per cent.

The cases of fright include falls, children lost, fright by animals, etc. Some of the pleasant remembrances relate to travel and to pet animals. The largest number of incidents classified under one group relate to animals, 11 being pleasant memories and 7 unpleasant. Next come falls, 15. Third, incidents connected with traveling and moving into new homes, 14. The last group indicates the force of "associations of place."

The age was not given in all cases, but as far as given, we find:

At	5	years	37	incidents.
"	4	"	41	"
"	3	"	10	"
"	2½	"	4	"
"	2	"	4	"

STUDIES USED IN THE NORMAL COLLEGE OF NEW YORK CITY.

I. QUESTIONS ANSWERED BY SENIORS.

1. Name. 2. Residence. 3. Birth-place. 4. Have you ever been anywhere else (in the city or in the country)? Where? How long? 5. Places visited, day or longer. 6. What mountains or hills have you seen? 7. What rivers? 8. Lakes? 9. Oceans? 10. Have you ever visited a factory? Describe. 11. What museums? 12. What art galleries? 13. Mention *all* schools you have attended. 14. What kindergarten? Give details. 15. Have you ever visited any schools? 16. Have you ever made any collections? 17. Have you ever made any objects useful or ornamental?

1. Name. 2. Can you sing? 3. Play on any instrument? 4. Have you ever done either, in public or in private company? 5. Favorite study? 6. Favorite author? 7. Favorite poem? 8. Favorite song as a child? 9. Of what most fond in nature? 10. Are you a close observer? 11. Do you learn most readily through ear or eye? 12. What do you enjoy most, music or paintings? Paintings or sculpture?

II. REMINISCENCE.

1. How old were you when you first played in the street? 2. What were your first plays, and from whom did you learn them? 3. Name other plays that you remember up to the age of 12 or 14? 4. What plays did you see other children play which you did not engage in? 5. Tell about how much time you spent in the street, and whether you enjoyed playing there. 6. Were there children who acted as leaders in play? Were there any who invented plays or modified them in any way? or did they hold strictly to the manner of playing them? 7. What plays have you observed in the streets recently? State circumstances fully in regard to (*a*) locality, as presence of factories, parks, open lots, buildings; (*b*) current events; (*c*) season of the year; (*d*) time of day. (*e*) In what ways

and at what ages do you find boys and girls playing together? 8. Have you ever seen children play kindergarten games in the street? Where? 9. State instances of self-control, suffering pain voluntarily in play, or other moral qualities and lack of them. 10. Do not fail to report the simplest acts of play as well as regular games; also accounts of children playing alone. 11. What objectionable feature, if any, have you found in street plays? What advantages?

III. DEVELOPMENT OF CHOICE IN CHILDHOOD.

(*a*) 1. Give instances where you have allowed a child his choice in any matter. (State age, sex, nationality and circumstances leading to the choice.) 2. Did the child desire to choose? Did he choose promptly? 3. Was his choice independent or influenced by others? 4. Under the same conditions, did he always choose in like manner? 5. Have repeated acts of choice made him readier to choose? 6. Have the acts of choosing had any effect upon the child's habit of obedience? 7. Did he become willful or was he ready to submit when choice was impossible? 8. Give any other details that occur to you showing either immediate or remote effects.

(*b*) Were *you* allowed freedom of choice as a child? In what particulars? Results as you see them now?

(*c*) Report cases that have come under your observations although not under your management, and cases known to you upon reliable evidence.

THE WORK IN NEW YORK STATE UNDER THE DEPARTMENT OF PUBLIC INSTRUCTION.

The work was undertaken at the beginning of the administration of the present State superintendent, Charles R. Skinner. The supervision of the work was placed in the hands of Professor Charles H. Thurber, then of Colgate University, Hamilton, N. Y., now of the University of Chicago. Miss Anna K. Eggleston was delegated for the Institute corps to present the work to the teachers. The State Department of Public Instruction felt justified in taking up the work only from the point of view of its practical value to teachers and pupils. The aim, therefore, was first of all to interest as large a number of teachers as possible. Some peculiar features of the New York State school system facilitated this effort. The institute season there lasts the entire school year. The institutes are managed through the Department of Public Instruction and are conducted mainly by a special corps of teachers employed by the department. Miss Eggleston was one of these special instructors and was delegated to present the work at teachers' institutes. She reached two of these institutes on an average each week, the attendance being practically compulsory. An opportunity was therefore offered to reach from 500 to 800 teachers a week. Professor Thurber also addressed certain institutes. Under the direction and at the expense of the department certain printed material was provided as follows:

First—A pamphlet entitled "Hints on Child-Study," which contained in such a form that teachers could carry it away with them for permanent observation, some of the material presented orally at the institute.

Second—Blanks for special observation on individual children, after the plan followed by Principal Russell of the Worcester Seminary School.

Third—A plan of study on Children's Hopes, here given in full.

PLAN OF STUDY ON CHILDREN'S HOPES.

Studies have been made of Children's Fears and Superstitions; it means well to undertake a study of Children's Hopes. If successful, the study will show a number of points of great pedagogical interest. In this study the teacher must exercise great care *not to let the child know it is being studied.* This plan should not be left around the school room; preferably should not be taken there, so as to make sure that the children do not get hold of it. It is absolutely essential to success of this study that the children should be perfectly unconscious.

Use the usual kind of paper for composition work. If different pupils have paper of different kinds and sizes let them use it. Have each pupil put his or her name on the paper handed in. Then let the teacher add the age and sex of the pupil, the nationality, and the parents' occupations. These facts are very important for the final result, but *only the pupil's name should be put on by the pupil.* The teacher should add the rest.

The work to be done is very simple. All the pupils are to write compositions on the following subjects:

1. What I want to do next year, and why.
2. What I want to do when I'm a man (or woman), and why.

These should not be written on the same day, nor necessarily in the same week. Let children of all ages write, the smallest and the largest. The essays should be brought in as part of the regular work in English or Composition. If possible, make the children think it is fun to write these compositions. They will do better, and give us better results, if they enjoy the writing. Impress on them the importance of being serious and in earnest, and telling what they really do want to do next year or when grown up, and not some ridiculous nonsense.

You, yourself, the teacher, write down as well as you can remember what your own plans and hopes were when a child, and on the same lines as the children's essays. Such reminiscences from adults furnish very valuable material.

It will thus be seen that the plan of operations was first of all to arouse the teacher's interest by an inspirational talk;

in the second place, to give them something to look over and to guide future reading if they were sufficiently interested to proceed with it; and in the third place, to give them a simple definite task to perform, in the belief that the best way to interest anybody in anything is to give him something to do. The results were, on the whole, very satisfactory. But with some thirty thousand teachers in the State, of course only a beginning has as yet been made. It must be remembered, too, that this work does not reach the larger cities, but only the smaller towns and country districts. Children's Hopes was chosen as the topic for the first study, particularly because the papers returned would be sure to be of interest to the teachers themselves; partly, also, because it presented a very attractive, if possibly a somewhat indefinite field of investigation. Between five and six thousand papers have been received in reply to the questions asked in the syllabus. During the summer and autumn these were carefully classified and studied by Mr. James P. Taylor, Instructor in Pedagogy in Colgate University, at that time a graduate student in the University of Chicago. The results of Mr. Taylor's work are too extended to be summarized here, but it may be said, by way of suggestion at least, his investigations give results that promise to be of no little importance. Professor Thurber has prepared a report embodying Mr. Taylor's results and describing the work in New York State and elsewhere which is now in press as part of the Annual Report of the State Superintendent of Public Instruction. This special report on Child-Study was prepared with the intention of having it reprinted in pamphlet form for distribution among the teachers. It contains the Bibliography prepared by the Illinois Society for Child-Study, and a considerable number of syllabi and directions for work selected from the contributions of various investigators, all arranged with the object of stimulating further interest and study on the part of the teachers of the State.

C. H. Thurber.

Morgan Park, Ill.

CHILD-STUDY AT BUFFALO SCHOOL OF PEDAGOGY.

I give below a statement of the courses in Child-Study in the Buffalo School of Pedagogy, together with the purposes of each and the beneficial results that have been derived thus far:

1. The aim of the first or preparatory course is to trace the history of the Child-Study movement, to review carefully what has already been accomplished, and to examine in detail the methods that have been followed by different investigators. Problems upon various topics concerning the physical, intellectual, emotional, and volitional growth and development of children through the period of adolescence, are first set before students, who are led to make personal observations in the Practice Department of the School of Pedagogy and in the schools of the city. Each student makes a report in class of the results of his investigations, and then the literature bearing upon each special topic is taken up and discussed. In this way it is the aim to direct the attention of teachers to the most important aspects of child growth and development, and to review all the scientific literature that is accessible. The topics are taken up in the order of physical, intellectual, emotional, and volitional growth and development; but the thought is continually kept in mind that in studying one phase of child-nature we are really dealing with the whole child. The books and periodical literature in the Buffalo library are all at our disposal, and large additions have been made at our suggestion, so that we are able to examine most that has been done in Child-Study that seems to be of value.

2. In connection with the work of this first course each student is responsible for making an original study which he has prepared under the direction of the professor in charge of the department. Each study is discussed by all members of the class as to its aim, its value, and the probability of getting any definite, reliable results from the method proposed

for its study. Sources of possible error are pointed out; and studies that have already been made along this direction, if any, are considered and the results and method followed are discussed.

3. The aim of the next course is to elaborate a method for the study of the individual child, adapted to the needs of the average teacher under the conditions of the ordinary classroom. All students go into the Practice School and there observe individual children according to an outline already carefully worked out; and after their observations each gives his results in class, these being thoroughly discussed by all members. The aim is to acquire skill in reading child-nature as manifested in the class room, and in suggesting how individual children should be dealt with. The whole purpose, in other words, is to lead students to observe signs carefully and interpret them correctly. So far as possible the observer is to gain her knowledge of the child without special tests; but when for any reason these are thought advisable, such tests are made upon the senses, the nervous condition of the pupil, and so on, as will give more accurate information than simple observation could possibly afford. Throughout all this work students are led to review their own childhood experiences, so far as they are able, in the belief that this will enable them to interpret more sympathetically and accurately the phenomena which they observe in the children being studied.

As to the results of these studies, it may be said that our students have already come to look upon the growth and development of childhood from a much more sympathetic and intelligent standpoint. Things that they had never before thought of, such, for example, as the prevalence of fatigue in the schoolroom, the conditions which promote it, etc., have come to be regarded by them as of the greatest importance to be observed in all the work of the classroom. In this way many matters concerning the physical, intellectual, emotional, and volitional growth and development of childhood are brought to the attention of teachers where they would probably never otherwise be thought of. In the second place, each student in making an original study has not only gained the special benefit which the results give, but she has

come to understand what the difficulties in making such studies are, and the great need of the most careful observation in order to secure any reliable data. It also brings her into sympathy with children of different ages by leading her of necessity to study them most attentively in their native heath, as it were. Lastly, this work has been of especial value in giving students skill in making out the individualities of children. At first we found that the thinking along this line was extremely indefinite. One child was thought of as about like every other child. There was little ability to observe comparatively important signs of different intellectual capacities, different temperaments, etc. But after considerable work of this kind with discussion in the class, we have found that there has been a great quickening of the powers of observation, and more intelligent interpretation of what is observed. This work has led to an appreciation of the need of every teacher's knowing something of the biography, the home life, the environment, the habits, the inherited influences, and especially those experiences of every child that may give him apperceptional material for the work of the classroom. It has made our students ready in detecting the common defects of senses, inadequate nutrition, etc., of school children, and has emphasized the necessity of keeping on the lookout for such things constantly.

M. V. O'SHEA,

Dept. of Ed. Psych. and Child-Study, Univ. of Buffalo, School of Ped.

BUFFALO, N. Y.

MINNESOTA ASSOCIATION.

At the close of the Child-Study Round-Table of the State Educational Association of this year, the Minnesota organization for the study of children was completed. After a number of conferences and committee meetings in which the central question was, What should be the chief objects of a State society for such study? it was unanimously agreed that the present practical demands of education should be of primary, and those of science of secondary, consideration. It was held that much could be done in collecting, analyzing and systematizing common everyday experiences that would be of assistance to all parents and teachers; it was believed that this form of work would help pave the way for other studies better suited to scientific purposes; it was also maintained that an important function of the society should be not merely to assist and encourage the specialist in his studies, but to prepare the public mind for his conclusions and to aid in the publication of those found to be of educational importance; and it was decided, therefore, to organize in a broad way with the aim of interesting and affecting parents and teachers. It was also recognized that the reflex influence and cultural value of Child-Study upon the teacher is very great. Probably the most important work which this society will undertake consists in the endeavor to awaken a warmer personal interest in children and their nurture, and to stimulate and direct its members toward a more scientific spirit and method in studying them individually. The words of Dr. Burnham best express the guiding idea of the Minnesota Association: "Child-Study is primarily for the teacher (observer); secondarily, for the children; and incidentally, for science."

This society is not, therefore, a scientific association. It does not discourage scientific work, but rather proposes to cooperate with scientific students; yet it wants to avoid the very appearance of a pseudo-scientific organization. There are only a few specialists, at present, among its members. The

present enrollment consists mainly of teachers and supervisors of elementary schools. These have joined for various reasons, but the motive that obtains most generally, I believe, is the desire to become keener, more accurate and more productive observers of children. All are to become *student-teachers*, teachers who recognize that their chief function is not to impart knowledge, but to study children, to find the factors that have influenced and are influencing their pupils, and to learn how they can counteract in one case and cöperate most effectively in another. Teachers are in a very real and important sense, original investigators. Most efficient instruction involves the discovery of the child who is to be taught. To know one child thoroughly involves little less of genius than to know about all children *en masse;* and to develop a child properly demands no less sagacity than to develop a law of science. We all want to become interested naturalists; we want to become abler observers of real, living, acting children. Withal nothing, or at any rate not much radically new is to be attempted. We shall recognize that good teachers and wise parents have always studied their children. We shall, in the main, aim to do in a somewhat better way what has been done already for a long time. As Supt. S. S. Parr, president of the association, puts it: "The new movement proposes to introduce a very important element, not previously present in a recognized form, viz.: the systematic and conscious carrying forward of what has heretofore been done in an unsystematic, naive and unconscious way." The members of this society are bound together by a common conscious purpose of self-culture and neighborly assistance.

The plan of the organization provides for general directive and advisory boards, and corresponding secretaries whose duty it is to organize and conduct work, according to the spirit and plans of the State society, in localities where proper interest can be awakened. The general officers elected by the association are a president, a secretary and treasurer, and three directors. These constitute the executive board. The advisory board is appointed from specialists whose fields of study and activity might make them interested and helpful participants in and contributors to the general work. The

three vice-presidents are appointed to look after the work in certain divisions of the State, and the corresponding secretaries, to care for the work in local centers. Anybody who is in sympathy with child-life and the study of children is eligible to membership. There are now enrolled on the membership list over one hundred, paying an annual fee of fifty cents.

Most of our members are strangers to systematic study of children. In all planning up to the present time, this has been borne in mind. Teachers as a rule need to be led into the spirit and method of this new subject and form of study; they, therefore, should read literature on Child-Study as well as observe children. Early work which is planned to engage the attention of the masses should emphasize the practical. Work, however important to science, which shows no immediate results of practical value will not long commend itself to hard-worked teachers. They will be loyal to Child-Study so long as they have faith that it can help the teacher in his work. Their loyalty exists for the child primarily, for the science secondarily. This view has shaped our planning so far, though no very extensive work has been done. There have been sent out already "communications" containing bibliography and outlines to direct in reading and reflection and in observational and experimental studies. The general topics suggested for study are: "The Eyes of School Children and their Defects"; "The Use of Stories"; "The Child"; "A Volume to be Read"; "Unnoticed Educative Influences"; "Movements of Children"; "A Study of Children's Readings"; "Plan and Method in the Study of Children."

LOUIS H. GALBREATH,
Sec.-Treas. Minn. Ass'n.

WINONA, MINN.

THE STUDY OF CHILDREN IN THE STATE NORMAL SCHOOL, WINONA, MINNESOTA.

The cultural value of Child-Study, its aid to teaching, and the concrete matter that it contributes to classes in psychology and methods furnish the motive for our emphasizing it. It does not seem wise to attempt much for the sake of science. Opportunity, ability and purposes of teachers forbid this. Not that scientific Child-Study is to be underrated; it deserves sympathetic co-operation of trained teachers and observers, and, therefore, should have right recognition and respect in training schools. But the primal duty of a teacher is the development of a child, not a science, and he must be trained to this end. His attention must not be attracted too greatly from the living, acting, growing child to the development of some law, however important, relating to children in general. Consequently, instead of collecting and collating data, generalizations and statistical results, we have tried to set before our students various purposes, plans and methods for getting acquainted with individual children. To describe our work completely, therefore, would be to characterize most of the common forms of observational, experimental and statistical study of children. Omitting this, I will merely call attention to two or three kinds of study more or less peculiar to us, or at least usually not much emphasized.

For four years we have carried on some studies in which student-teachers observe pupils working in classes, and make records which serve as a basis for oral discussions, in conferences with the critic-teachers, and for final written reports to Mr. E. A. Kirkpatrick, the general director of the work. The students are directed in their study by means of printed outlines of the following general topics: Attention, Perception, and Apperception; Imagination, Memory, Conception, Imitation and Habit, and Will. These plans aid in getting purpose in observation, a practical application of psychology, and, in consequence, a deeper interest and sympathy for individual

pupils and, therefore, a more efficient instruction and training.

We have employed two forms of memory studies very satisfactorily. In one of these it is aimed, through interrogation, to discover that content of the child's mind which can be used immediately for purposes of instruction. This is of daily application and accompanies the effort of the teacher to use memory in presentation. In the other, it is the aim through a statistical method, to attain some knowledge of the children's minds in a general way with other and, perhaps, broader purposes. By this means the teacher is often able to get glimpses of the factors which have played a greater or less part in the development of his pupils ; he often finds that with which he can co-operate, or that which he ought to counteract ; he may find memory richly stored with ideas which can do valuable service in acquiring new ideas and interests, or he may find a dreary dearth of what he might have mistakenly presumed upon as a basis for his instruction. This memory study has been found very helpful for class use in psychology and method. It presents a fresh and interesting body of concrete data to work upon; it tends to awaken a sympathy for the ideas and fancies, longings and strivings, likes and dislikes, hopes and fears of early childhood. We study early misconceptions and their causes, and often, through this means, get some new insight into those forces and conditions that direct the educative activities of children. In these classes, such topics as the following have been studied advantageously : Early Ideas of Natural Objects and Phenomena; Early Geographical Misconceptions; Interests in Special Subjects; Particularly Interesting Books and Characters; Ambitions of Childhood.

We have applied various sense tests with suggestive results; but in all of this there is nothing so distinctly different from what is common as to deserve description here. Perhaps an experiment which we have applied for two years in studying the working ability of students in the normal school is worthy of note. The study when first followed was made upon about seventy-five students pursuing the same courses of work in library readings. There were twenty-five articles in all to work

out. These students were divided into divisions of fifteen and the matter to be read into groups of five articles, so that every division had a separate group of articles to read. Everyone was to work out five articles. By this arrangement the fifteen students worked over the same materials. They were set to work under the same conditions, or as nearly the same as ordinary class assignments and regulations could determine them. Reports on all articles were made in which appeared (a) a statement of general purposes of the author, (b) an outline of the article, and (c) a summary of his conclusions. All students kept a record of time spent on every article. The following will fairly represent the results: (The Roman characters stand for the groups, the letters for the number of the article, and the figures for the greatest and least number of half hours spent on it.) I (a), 13, 5; II (b), 12, 6; III (c), 18, 6; IV (d), 14, 4; V (e), 6, 3. As great differences as are shown in these cases would appear, I believe, in any one of the remaining four articles of all groups. In the cases compared the quality of work did not vary greatly. The experiment seems to indicate noteworthy differences in ability to work in students who were classified together and assigned to do the same daily tasks. I am of the opinion that many tests of this character would convince us of something significant.

This year we have tested the eyes and ears, for strength of responsiveness, of all children in our model schools and the eyes of many students in the normal school.

We found these tests full of interest, and in many cases it has been possible to make helpful suggestions. The number of defectives and of the pupils needing help and caution was surprisingly large. In the plan for the study of the eyes, we found it valuable to try, first, to ascertain as much as we could through direct and painstaking observation; second, to inquire of pupils; third, to examine eyes. It was unquestionably shown, what most of us, perhaps, knew, that nothing short of an examination would meet the requirements. A comparative study of this nature might do something toward developing a number of signs and symptoms that could be of some practical service. It may be necessary to say in this place that we have no desire to name and characterize the

difficulties; that must be left to experts; but simple contrivances can be easily used by all teachers to demonstrate that in cases which need attention some departure from the normal exists.

In these tests we have found many interesting cases. Among them are the following: (1) A boy in the sixth grade who had been sent to our school because he could not get on well with his teachers and had not succeeded in his studies; found him, upon examination, to have poor hearing. His listless expression and mouth habitually open will lead to further examination for adenoid trouble. (2) A girl old enough for fourth, but who works in the third grade, was sent to us; seems very "nervous" and "eccentric." Examination showed exceedingly poor hearing; had found her seated well back in the room, and had seen her rebuked for apparent heedlessness to class directions. She is now doing well. (3) A boy sent to work with us in the third grade, who had one eye of practically no service to him at all and the other of about half strength. The father was aware of the defect, but gave no information of it to the teacher. He was finally examined by an expert, who verified the test made by the school. Glasses were procured. (4) A girl in the second grade with eyes about half power and unequal in strength. Father was ignorant of the defect, and teachers were unable to detect it by observation. Sympathetic treatment in school exercises the only result up to date. (5) A boy in the third grade found to be completely blind in one eye and to have poor sight in the other. Defect not discernible to an observer. More sympathetic treatment. (6) A girl in fourth grade; eyes about 4 and 6, with the normal 10. Not noticeable to observation. Child sometimes complains of fatigued eyes, but mother thinks she wants to wear glasses and will not listen to her. Through inquiry it was ascertained that last summer she read from three to five books a week, often reading by gas-light some feet above her head. (7) A boy in the sixth grade with myopia trouble apparently developing; trouble suggested through facial expression; parents crowding the boy that he may "make a grade." (8) A girl in the seventh grade wearing glasses, with eyes considerably under the nor-

mal. Upon inquiry it was found that she had put on glasses about a year before on occasion of an attack of the St. Vitus dance. Before this sickness she was troubled with headache a great deal, but since little or no affection of this kind is appreciable.

LOUIS H. GALBREATH.

WINONA, MINN.

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